

3rd Grade EDM Support for Focus Strand: Measurement

Purpose of the GLE Strand Reference Guide:

The purpose of the Everyday Math (EDM) /Grade Level Expectation (GLE) strand reference guide is to offer teachers easy access to remediation materials in the Everyday Math Program for not only the specific strand, but also for specific GLEs.

Below you will find:

- Power Lessons that emphatically teach to specific GLEs in either Part 1 or Part 2 of the lesson.
- Projects that target a GLE within the strand are listed by the GLE that is addressed
- Games listed by GLE addressed
- Open Response item listed by GLE addressed
- Minute or 5-Minute Math activities that target the strand
- Assessment Disk assessment/practice problems that could be used to assess the strand
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

Power Lessons:

- M-1:** 3.1 & 3.3
M-2: 10.3 & 10.4
M-3: 10.3 & 10.4
M-4: 10.3, 10.4, 10.5
M-5: 1.10 & 1.11
M-6: 3.2, 4.9, 9.4, 10.1
M-7: 1.4
M-8: 1.13 & 11.1
M-9: 1.10 & 1.11

Projects:

- Project 2: Watermelon Feast and Seed-Spitting Contest (M-6)
Project 6: How Far Can You Go in a Million Steps (M-6)

Games:

Spinning for Money (M-5; Unit 1)

Number Grid Difference (M-3; Unit 1)

Pick-a-Coin (M-5; Unit 5)

Grade 2

Penny-Nickel Exchange

Penny-Dime-Dollar Exchange

Clock Concentration

Grade 4

Grid Search

Over and Up Squares

Rugs and Fences

Open Response Items:

Unit 1: *Counting Coins* (M-5)

Unit 5: *Solving a Coin Problem* (M-5)

Assessment Assistant:

Everyday Math Grade 3 Goals:

Measurement and Reference Frames

Goal 1: Length, Weight and Angles

Goal 2: Area, Perimeter, Volume, and Capacity

Goal 3: Units and Systems of Measurement

Goal 4: Time

Minute Math +

Routines pages: 19-22; Measurement pages: 61-75

Reinforcement Suggestions **from *Maintaining Concepts and Skills*** **in Differentiation Handbook**

Mea – 1

- Have children find objects that are about one inch in length. See the Readiness activity in Lesson 3.3 for more information. (Unit 3)

Mea – 2, Mea – 3

- Use the “What’s My Rule?” master on page 136 of the Differentiation Handbook to create practice problems that focus on converting between inches and feet. For example, the *in* number is the number of feet, the *out* number is the number of inches, and the rule is 1 foot = 12 inches. (Unit 3)
- Use the “What’s My Rule?” master on page 136 of the Differentiation Handbook to create practice problems that focus on converting between inches and feet. For example, the *in* number is the number of feet, the *out* number is the number of yards, and the rule is 3 feet = 1 yard. (Unit 6)
- Have children identify objects that weigh about the same. See the Readiness activity in Lesson 10.3 for more information. (Unit 10)
- Use the “What’s My Rule?” master on page 136 of the Differentiation Handbook to create practice problems that focus on converting between units of measure or units of time (Unit 10)
- Use the Name-Collection Boxes master on page 137 of the Differentiation Handbook to create practice problems which include names that involve units of measure. For example, the box label is 7, and one name is the *number of days in a week*. (Unit 10)

Mea – 4

- Routinely have children record the start and stop times at the top of their journal pages. If appropriate, have them record the elapsed time as well.